



• LITHOGRAPH by STOW WENGEROTH: The artist's skill in translating nature into dynamic black and white is revealed in this print recently shown at Mandel Brothers, Chicago. The exhibit, assembled by Mr. James Swann, etcher and secretary of the Prairie Print Makers, is an annual showing of works by the nation's top artists. •

The American Teacher

Labor Notes

By MEYER HALUSHKA, Local 1

AFL Convention Shapes Policies for 1949

THE 67th Annual Convention of the American Federation of Labor was held in Cincinnati, November 12-22, 1948. More than 700 delegates representing 8,000,000 union members adopted the following resolutions:

1. To make Labor's League for Political Education a permanent agency to carry on educational and political activity. (Each affiliated union will be asked to contribute 10c per member for this educational program. The International Brotherhood of Teamsters presented its check for \$62,500 at the convention.)

2. To direct the AFL Executive Council to renew efforts to bring about unity between all bona fide labor unions in the nation. (Negotiations have started to readmit the machinists into the AFL. Overtures to the United Mine Workers and CIO are also expected.)

3. To call upon the 81st Congress to repeal the Taft-Hartley Act and to restore the Wagner Act. ("Only after the Wagner Labor Relations Act is restored will we be ready to consider an amendment that may be desirable to improve this act and to strengthen collective bargaining procedures.")

4. To condemn the expansionist tactics of Soviet Russia.

5. To urge extension of the Fair Labor Standards Act to millions of workers not now covered, such as retail store employees, agricultural and maritime workers; and to raise the minimum wage from the present 40c an hour to \$1 an hour.

6. To extend and increase benefits of the Social Security system and secure adoption of a national health insurance program.

7. To press for the following ten-point foreign policy program:

a. Support of the European Recovery Program (the Marshall Plan).

b. Settlement of differences between the United States and USSR through UN channels and not by "private arrangements" between the two countries.

c. Defensive military alliances against totalitarian aggression in Europe, Asia, and elsewhere.

d. Severance of trade relations with USSR until the blockade of

Berlin is lifted.

e. Outlawing by UN of fifth column activities by any government in any country with which it is at peace.

f. Unification of German Zones not occupied by Soviet troops and more effective ban of former pro-Nazis from positions of authority.

g. Establishment of a United States of Europe.

h. Indorsement of the Baruch Plan for international control and inspection of atomic energy and application of its principles as a prerequisite for universal disarmament.

i. Peace treaties and international agreement to be based on the Atlantic and UN Charters.

8. To recommend federal measures to provide 1,000,000 publicly financed housing units over a five-year period, and enactment of a long range housing program that will assure a decent home for every American family.

9. To continue support of the Histadrut, the General Federation of Workers in Palestine, and the new Republic of Israel and to urge the U.S. to lift the arms embargo and grant a loan.

10. To favor a tax policy that will lighten the burden of taxation for the nation's low income groups.

(Resolutions on educational subjects are on pages 5-9)

Workers Education in the United States

Increased interest and activity in labor education is a significant trend in American trade unions. Both the American Federation of Labor and the Congress of Industrial Organizations, as well as the independent unions, are promoting programs of workers education.

The International Ladies Garment Workers Union (AFL), a pioneer in workers education, enrolled over 9,000 members during 1947 in some 300 classes and study groups. ILGWU members are selected annually for the Harvard Trade Union Fellowship program.

The United Automobile Workers (CIO) conducted summer schools in seven states and in Ontario, Canada,

with a total enrollment of 2,500 students. In addition about 18,000 workers attended week-end conferences and institutes. During the entire year of 1947, about 33,000 UAW members participated in various courses.

The Summer School for Workers, under the direction of Dr. Ernest Schwartrauber, concluded its twenty-third annual summer session. To meet the increased demand the term had to be extended from the original 8 to 14 weeks. The American Federation of Teachers was one of the many unions participating in this summer school, held at the University of Wisconsin.

The Workers Educational Service of the University of Michigan, under the direction of Arthur A. Elder, vice-president of the AFT, conducted several hundred classes, institutes, and conferences with a total enrollment of approximately 65,000 men and women. (The suspension of the Workers Educational Service on July 1, resulting from pressure exercised by the General Motors Corporation, was vigorously protested at the AFL convention in Cincinnati. The AFL called upon the University of Michigan to restore the Service on the same basis on which it had been conducted during the four years preceding its suspension.)

The Textile Workers Union (CIO) held seven one-week institutes and fourteen week-end and local institutes for about 1,000 union members.

The Amalgamated Meat Cutters and Butcher Workmen (AFL) sent 100 organizers and union representatives to the Summer School for Workers for a two-week term.

The United Steel Workers (CIO) enrolled 1,500 members in classes held in universities throughout the land.

Many colleges and universities have established Labor Education Departments and Schools of Industrial and Labor Relations. The Rhode Island State College, Roosevelt College (Chicago), the University of Chicago, the University of California, Cornell University, and the University of Illinois are among the institutions of higher learning that have established courses in workers education.

Georgia Workers Education Service conducts classes and discussion

(Continued on page 31)

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In Memory of Charles B. Stillman

The following letter from Buffalo was received at the national office on December 10:

The passing of Charles B. Stillman came as a personal loss to the officers and members of the Men Teachers Association, Local 39, A. F. of T. Several of our older members can vividly recall the occasion when Mr. Stillman took part in the granting of our charter and in the installation of our first officers.

It is the wish of the members of this organization that I convey the feeling of sorrow and regret that comes to us as we learn of the loss of our friend and advisor.

Very truly yours,

C. R. FISSLER, *Corresponding Secretary*

AFT Research Department Issues Several Studies

LAST November the AFT Research Department sent to all locals two copies of a study of salary schedules for 1948-49. The study included salaries for 47 cities and towns in which there are AFT locals. In December a supplementary study giving salaries for 43 additional cities and towns was sent out. Further supplementary reports on salaries will be sent to the locals from time to time.

Another project carried out recently by the Research Department was a study of sick leave provisions in various localities. Copies of this study were sent to all locals in November.

State aid to education is the subject of one of the special studies now being made by the Research Department.

It is planned also to send to all locals in the near future a questionnaire on class load.

Council to Issue Statement On Locals Investigated

In the February issue of the AMERICAN TEACHER there will be published a statement by the Executive Council setting forth the reasons for the action which it took concerning Locals 61, 401, and 430.

President's Page

YOUR president has recently shared experiences and ideas with locals or state federations in Montana, Minnesota, Colorado, New Jersey, Washington, D. C., Delaware, Maryland, New York, Pennsylvania, Ohio, and California. A number of phases of the various programs are certainly worth passing along.

Almost all of our locals were extremely active and effective in political action. In one of the states the labor people said, "Here the teachers really made the difference between victory and defeat for the liberal forces."

The effectiveness and progress of locals is in direct relation to the degree that there is built at both the local and the state levels a fundamental program. The effective programs usually are divided into two areas:

1. The championing of educational legislation with the child as the central concern—greater state support, increased revenues for education, building programs, expanded facilities and services.

2. "The building of the profession" area, *where the AFT is doing the most effective work at all levels.* This area includes tenure, statewide minimum salary schedules, proper certification standards, sick leave, retirement plans, academic and civil freedom. There is a great void in the programs of all other organizations in regard to the profession. It is becoming increasingly clear to teachers everywhere that only through concentrated, vigorous action (political and social) can we ever hope to achieve the status of a profession.

There is still great fear in many teachers' minds about belonging to a "union." The last election has tended to break down much of this fear, but intimidation and pressure to join the company union and avoid any other affiliation is a real problem. Where our locals demonstrate professional spirit and work well within the labor movement much of this fear is dissipated. Frequently central bodies have unknowingly, in their eagerness to help teachers, given sympathy and aid to company unions. However, in no instance when they have learned the true picture have they failed to give all-out cooperation to the teacher affiliate union.

The time and devotion put into the AFT by the leaders and members at both state and local levels is priceless. Certainly as the national organization becomes able to help state federations build solid foundations—we shall, for every dollar of aid, get hundreds of dollars in return. There usually is a time in the formation of every state federation when mileage payments for organization, publicity expenses, and expenses of sponsoring independent conventions and securing headquarters represent the initial investment from which a strong independent federation can grow.

The AFT lives in the minds and hearts of the thousands of teachers who are bringing better opportunities for children by their devotion to an effective program. In this case, receiving the subsidy from the national organization makes possible a greater opportunity to give.

* * *

In the past two years the honest liberal forces have through intimidation and pressure been forced to give much ground. Many of the critical concerns in our democracy were avoided. If change is to be effected by a rational and humane method teachers must defend the right to teach in all areas of modern living, including the struggle for a free democratic world. I have observed a noticeable relaxing of intimidation—in my opinion, a real victory for academic freedom was won on November 2. Along with freedom, however, goes responsibility also—we as teachers have a collective responsibility to teach objectively and fairly and to prevent misuse of the heritage of complete and free exploration.

* * *

In one of our eastern cities a program of occupational training is under full steam, but the program includes many objectionable features which the AFT local is trying to eliminate.

The labor movement has always been the champion of *vocational education*, but in some communities there are phases of occupational training which are in direct opposition to the aim of helping people live to their full capacity.

1. The terminal education which prepares children by the end of the 8th grade to move directly into industry is not giving the child an adequate preparation.

2. Using only one-sixth of a day for developing social skills is robbing the child of his right to learn to live in a democratic society.

3. Sending the maladjusted child to an occupational school with little or no attempt to effect adjustment works directly against the child's welfare.

4. Sending the child into industry for trade training (part time) below the high school level tends to break down the real gains that have

been made in working conditions, wages, and child labor restrictions.

Teachers have a responsibility to prevent our schools from being used as a method to provide cheap help for industry. Every child has a full right to learn and understand as much as he can of democratic techniques and practices.

JOHN M. EKLUND

AFL Convention Supports AFT Policies

Since Secretary-Treasurer Irvin Kuenzli, as secretary of the Committee on Education at the AFL convention, drafted the report for the committee, the space usually devoted to his page has been given over to this summary of convention action on problems related to education and teachers. For a summary of other AFL convention action see page 2.

REPRESENTING the AFT at the AFL convention held in Cincinnati November 15 to 22 were President John Eklund, Secretary-Treasurer Irvin Kuenzli, Washington Representative Selma Borchardt, and Vice-Presidents Arthur Elder and John Fewkes. Joseph F. Landis, former president, served as alternate.

All the AFT delegates participated actively in the work of the convention. Miss Borchardt, Mr. Fewkes, and Mr. Kuenzli served as secretaries of the committees on officers' reports, organization, and education, respectively.

Mr. Eklund was a member of the committee on legislation and spoke effectively from the floor on vocational education and on company unions for teachers.

Arthur Elder was chairman of a meeting at which representatives of state federations and city central bodies described the educational programs and activities being carried on by AFL groups in all parts of the country. The most interesting feature of the discussion was the practical nature of the programs described, indicating, as they did, that education is becoming more and more accepted as an integral part of the union program.

Other AFT members who had an important part in the convention program were Hubert Humphrey, one of the outstanding speakers at both the 1947 and the 1948 AFL conventions, and Henry Rutz, AFL representative in Germany, who spoke on the brave struggle of the majority of Berlin workers in the face of Com-

munist threats, the effects of the Berlin blockade, the urgent need to prevent "the old, anti-labor, nationalistic type of German employers" from regaining their position of absolute power over the economic life of the nation, and the serious consequences of the failure of the U. S. Military Government to consult with the democratic trade union leaders in Germany.

Address by Secretary of Labor Tobin

Addressing the convention on the opening day, Secretary of Labor Maurice Tobin promised his "very best efforts to see to it that all the pledges of the Democratic Party platform and the pledges of President Truman will be lived up to in the 81st Congress."

"And I know," he said, "that your voice, with the voice of the rest of organized labor, will be a potent factor not only in correcting the wrongs that were done to labor in the 81st Congress, but in carrying out the rest of the program, such as proper education for American children, proper housing, and a proper public health program."

Earlier in his address he made this statement: "There is a positive mandate from the American people to take care of the areas of America that are unable to give American children a decent education."

Federal Aid to Education

The convention reaffirmed its support of federal aid to education by endorsing that part of the AFL Executive Council's report which dealt with federal aid and also by adopting the following resolution:

WHEREAS, The AFL has repeatedly declared its support of federal aid to education; and

WHEREAS, The Congress of the United States has passed several bills providing federal aid for specialized educational projects but has not yet enacted a bill to provide federal aid to education in general; and

WHEREAS, The need for federal assistance has been accentuated by the serious crisis facing the schools of the nation; therefore be it

Resolved, That the AFL in convention assembled in Cincinnati in November 1948 reiterate its previous stand in favor of federal aid to education and urge all affiliated bodies actively to support legislation to make federal assistance to the schools a reality; and be it further

Resolved, That the AFL in convention assembled support the recommendations of its Permanent Committee on Education that federal aid to the schools should be not less than one billion dollars annually to be distributed to the states on a basis of need.

A \$3,000 Minimum Salary for Teachers

In a declaration approved by the convention the AFL also urged the payment of a minimum salary of \$3,000 a year to qualified teachers. The Executive Council's statement on this subject was, in part, as follows:

We have repeatedly said that no community can afford to pay any teacher less than \$3,000 annually. This \$3,000 entrance salary should be increased annually by automatic increases large enough to assure the teacher that he will reach his maximum salary in a relatively short time, and receive a salary commensurate with the work he is doing and the service he is rendering the community. To make possible the payment of such a schedule, it is apparent that federal aid for teachers' salaries is vitally essential.

* * *

Other resolutions recommended by the Committee on Education and adopted by the convention were the following:

Basing Teachers' Salaries on Rating

WHEREAS, The 1947 convention of the AFL in San Francisco adopted a resolution condemning current proposals to abolish sound salary schedules and to determine the salaries of individual teachers by scores made by the teachers on rating scales; and

WHEREAS, This practice in school administration subjects the teachers to dictatorial control and places in the hands of the superintendents, principals, and supervisors a powerful political whip which is conducive to rule by fear rather than to democratic, helpful supervision; and

WHEREAS, The proposal to base teachers' salaries on rating scales is a camouflaged "incentive plan" which is no less obnoxious than the notorious "speed up" in industry; and

WHEREAS, The plan to base salaries on rating scales is called a "merit system" but in actual operation is the very opposite of a true merit system, since it tends to penalize some of the most competent teachers and to promote those who are politically clever in "selling

themselves" to those who do the rating; and

WHEREAS, Ratings of the same teachers by different administrators vary so widely as to prove conclusively that rating scales are unfair, unreliable, and politically dangerous instruments for determining teachers' salaries; and

WHEREAS, The proposal to replace sound salary schedules with salaries based on such unfair, unreliable, and politically dangerous rating scales is still being promoted in many parts of the country by industrial organizations and taxpayers' organizations; therefore be it

Resolved, That the 1948 convention of the AFL meeting in Cincinnati in November 1948 go on record reaffirming its emphatic stand against basing teachers' salaries on rating scales and urging all affiliated bodies to assist union teachers, wherever possible, in securing sound salary schedules which are based on equal pay for equal work and which provide the same salaries for all teachers who have the same training and experience and are doing the same kind of work.

Research Services of Government Agencies

WHEREAS, The Bureau of the Budget of the Federal Government makes a practice of denying to any government agency permission to make any study or conduct any research in any field in which any agency, either public or private, is conducting or has conducted similar research; and

WHEREAS, Because of this policy, government agencies often do not have information requested of them and are compelled to refer such requests to private agencies; and

WHEREAS, Unions requesting information are frequently referred to non-union and to anti-union organizations for information; and

WHEREAS, Since industrial organizations have millions of dollars to invest in costly research services and organized labor has relatively small funds for research purposes, this practice serves as a means of distributing the propaganda of the enemies of organized labor and supporting their public relations programs opposing organized labor; therefore be it

Resolved, That the AFL in convention assembled in Cincinnati, Ohio in November 1948 strongly urge that this policy of the government of referring to private agencies requests for information be discontinued and that funds be provided and projects approved by the Bureau of the Budget to finance and authorize essential research services whether or not similar services have been conducted by private agencies; and be it further

Resolved, That the Permanent Committee on Education be requested to consider this matter and to make appropriate recommendations to the officers of the AFL.

Enforced Membership of Teachers In Non-Union Organizations

WHEREAS, Organized labor was largely responsible for establishing the free public school system of the United States; and

WHEREAS, The AFL, throughout its entire history, has battled for adequate public schools as the essential foundation of our democratic government; and

WHEREAS, The AFL has consistently advocated that the

schools themselves should exemplify, in their procedures, policies, and methods of instruction, the basic principles of the democratic process; and

WHEREAS, Many school systems are highly undemocratic in their basic structure, in that great pressure is brought to bear on teachers by superintendents, principals, and supervisors, to join non-union organizations; and

WHEREAS, Teachers are given days off their jobs to attend meetings of non-union organizations at public expense, are admitted to these meetings upon presentation of membership cards in the non-union organizations, and are denied pay for a day or two if they do not join the non-union organizations and attend the meetings; and

WHEREAS, In some school systems membership in non-union organizations is a condition of employment in teachers' contracts and application forms; and

WHEREAS, Such undemocratic and unethical practices are used both to discourage membership of teachers in bona fide trade unions and to suppress among teachers knowledge of the true purposes and accomplishments of the labor movement of the United States; therefore be it

Resolved, That the AFL, in convention assembled in Cincinnati, Ohio in November 1948, emphatically condemn the practice of bringing pressure on teachers to join non-union organizations; and be it further

Resolved, That the AFL also emphatically condemn the practice of using public funds to promote non-union (and often anti-union) teachers' organizations by giving the teachers days off their jobs to attend meetings of the non-union organizations and requiring membership cards of those organizations for admission to the meetings, and be it further

Resolved, That all affiliated unions be urged to make investigations of the public school systems in their respective communities to see whether these undemocratic and unethical practices are followed by school administrators, to urge the elimination of such practices, and, if local school administrators refuse to take action to correct these violations of the civil rights of teachers, to demand the dismissal of those guilty of such violations.

After the resolution above had been presented by the Committee of Education, AFT President John Eklund urged that when labor groups wish to lend their support for the improvement of education and for the welfare of teachers, they work through AFT locals in their areas and not through non-union associations controlled by school administrators.

International Educational Problems

As recommended by the Committee on Education, the convention adopted the sections of the Executive Council's report referred to the committee for consideration. One of these sections dealt with international educational problems:

Our teachers in all our classes should help revise curricula and textbooks so that the truth about all nations will be presented in such a manner as to help our future citizens better understand and more fully

appreciate our neighbors. The control of educational administration is a state function; determination of curricula content should be the function of the professionally qualified teachers in any community; they should determine how the truth can most effectively be taught.

Exchange of pupils, exchange of teachers, exchange of scientists, exchange of labor leaders, should be encouraged, but the standards for the administration of such programs should be clearly set forth and carefully administered. However, in the light of the world situation today, international exchange of students cannot be effected without full regard for the privileges which our students would be afforded in other countries and the abuses of privileges in which some of our guests may engage while allegedly studying in our country. The academic and scientific integrity of such an exchange program must be carefully safeguarded by ample administrative safeguards.

Specifically, we urge:

1. That wide public notice be given of all opportunities for international or foreign study or exchange available for any American citizen, with a full description of the conditions and requirements incident thereto.

2. That a Board on Selections be set up for each field, with area subcommittees so as to afford interested persons in every state the opportunity to apply and to seek to qualify; that such a board be composed of representatives of interested educational, scientific, labor, agricultural, and industrial organizations who shall then nominate qualified applicants to the proper appointing power.

3. That the names of all persons to be exchanged or to go from or to enter our country incident to such a program be announced not later than three months before the person begins such a study, together with a report of the planned study.

Vocational Education

Of special interest to many AFT members is the section on vocational education which was included in the AFL Executive Council's report and was adopted by the convention. This section was as follows:

Over 30 years ago, the Federal Government enacted its first law to provide federal funds for vocational education. That law laid down specific terms to determine the conditions under which the states and local communities could get these funds. Such safeguards were necessary for the launching of this departure from formal schooling. Since that time there have been a number of amendments enacted incident to the administration of the law and supplementary to the original law. The most important of these "follow-up" laws was the George-Deen Act.

Scattered reports which have come in to the American Federation of Labor indicate that the program, as administered under the present law, is functioning satisfactorily in some communities and unsatisfactorily in others. One of the points to which considerable adverse criticism is directed in some states is the provision that requires a

fixed number of hours for specialized vocational work. It is held by some that this fixed hourly requirement for "vocational workers" forces the school to be limited severely in its academic work. All trade unionists believe the academic work to be of equally as great importance as the vocational work for the pupil.

Since the original Smith-Hughes Act, the Federal Apprenticeship Program has been inaugurated and many other industrial training programs have been evolved.

We believe that a joint study and evaluation of the current program would facilitate the adjustment of the program today to a set of circumstances which are very different from those which prevailed when the law was first enacted. For many years, the AFL Committee on Education has sought to gather material related to the administration of vocational education throughout the country. In order to develop sound recommendations, it is necessary to have a carefully planned, supervised study made over a period of months, in a number of areas. Obviously, our Committee on Education is not equipped to make such a study. The Vocational Education Division of the Office of Education is equipped to conduct a number of pilot projects through which to explore specific fields, and the specific areas through which vocational education can be made socially and economically more useful. A study of vocational education also requires a study of our public school system in relation to the entire field of practical training.

This proposed study on vocational education should lay stress on a recognition not merely of definite degree of academic ability, but on definite types of ability, and on the need for creating and maintaining standards of achievement in non-academic as well as academic work.

The AFL Committee on Education and our Conventions have repeatedly urged an evaluation of testing programs of guidance and of counseling. We have recommended that the Division of Vocational Education of the United States Office of Education be formally asked to make a critical evaluation of the program and the administration of the entire vocational education field and that the findings serve as a basis upon which recommendations may be made.

It is recommended that the Division of Vocational Education be asked to establish pilot projects in this field, to be conducted in cooperation with our trade union movement, interested schools, and other organizations concerned in this field. It is also recommended that the Division of Vocational Education, in connection with these pilot projects, should make an evaluation of testing programs, guidance, and counseling. It should be borne in mind in connection with these pilot studies that all training is "vocational" and that the desire of certain pupils to enter upon training for work requiring manual dexterity or merely manual experience should not impliedly relegate these people into an inferior school group, nor should the groups assigned to manual training be composed of persons of lower I. Q. The social well-being of each person and his ability to function in his community for the common good should determine the training given to them.

* * *

In recommending concurrence in the section on vocational education, the Committee on Education made this comment:

The Committee recommends that the special study of vocational schools include a careful investigation of terminal courses and industrial training schools which are being developed in some cities to produce cheap skilled and semi-skilled labor for certain industries. Schools of this kind produce a type of class education which we have emphatically condemned as an educational procedure in totalitarian states and which have no place in our democratic society. Vocational schools should be designed to serve the children and youth of the nation and not to serve as sources of cheap labor for certain industries. The vocational school should give to the student a well rounded education for his complete life rather than develop mere tools for industry out of human beings.

* * *

When the subject of vocational education was brought before the convention, Mr. Eklund made this statement:

I think it is high time that we explode the myth that we necessarily make good trade union people when we make skilled craftsmen. It is about time that we begin to think in terms of training people in the philosophy of the trade union movement when they are learning the skill. It would mean that in an apprenticeship training program . . . there would be a place . . . for learning the background and the history of the labor movement. . . .

The second thing that I should like to remark upon is the report made regarding occupational training below the high school level. In one of the major cities on the east coast which I visited not more than two weeks ago, I found five training schools at the eighth grade level where they were training children to go directly into industry upon completion of the eighth grade. The age of these children is no more than 14 years.

I have never seen—and frankly this is one of the critical phases of the whole educational program—anything which tended so much to defeat the basic purposes of the trade union ideal and at the same time the basic philosophy of American education as in that particular instance.

I am asking you to guard against it in your communities and to recognize it when you see it. It comes as close to class training and class education as anything I know. In some communities it goes so far that industry provides the machinery, you provide the money through your taxes, and industry gets cheap labor directly out of the eighth grade in your schools.

If you believe in the things for which you speak—and I know you do—I ask you to give very serious consideration to these two things. Let's start building the philosophy of trade unionism when we are training people in the skills, and, secondly, let's beware of the kind of training which finds our schools building only for industry, to the distinct disadvantage of the entire trade union movement.

The Workers Education Bureau

Part of the report of the Committee on Education dealt with the Workers Education Bureau of America, which is directed by John Connors, former AFT vice-president. The work of the Bureau was highly commended by the committee.

Speaking in support of the committee's recommendation that the allotment to the Bureau be increased, Arthur Elder said:

You have heard of the workers education programs that are being conducted through university efforts. In the section just read you have heard of the work of the Workers Education Bureau. Now, that work is much closer to the life and program of the American Federation of Teachers than is the work of your universities. Only to the extent that we have a vigorous, well-supported educational program within our movement, only to that extent can we expect that we can use the services of universities and auxiliary agencies effectively.

I believe that the proceedings of this convention will show that the AFL at the present time is carrying on a historical work. The representatives here, the delegates to this convention, are making history. They make history every day.

If we do not have alive, active, intelligent educational instruments as a part of that Federation, the work that we are doing will not be as effective as it should be.

In the Workers Education Bureau we do have such an instrument. Unfortunately up to this time, in my opinion, that agency has not been as liberally supported as it should have been either by the national organization or by the constituent affiliates of the AFL.

I am very happy to hear the recommendation of this committee in regard to the need for more liberal support of the work of the Workers Education Bureau, and I am hopeful that we will take this recommendation back to our affiliates and urge them not only to accord more liberal financial support to the Workers Education Bureau, but also in their day-by-day activities to identify themselves more actively with carrying on and supporting and extending the program of the Workers Education Bureau, thereby making the educational work of the AFL much more effective than it has been up to this time.

* * *

Among other resolutions of special interest to AFT members were two which concerned child welfare.

Child Labor

WHEREAS, According to recent reports there are nearly two million boys and girls 14 through 17 years of age at work in factories, restaurants, stores, street trades, agriculture, and other occupations, many of the 14- and 15-year-olds, as well as the 16- and 17-year-olds, having left school to become full-time workers; and

WHEREAS, Frequent accidents to minors employed in industry and commercialized agriculture continue to occur, with tragic loss of life and limb to children who ought not to be employed in dangerous occupations; and

WHEREAS, Child labor constitutes unfair cheap competition and is a constant threat to the wage standards of organized labor, and

WHEREAS, Widespread child labor is unfair to the children of America who are deprived of an equal chance for health and education; and

WHEREAS, The 80th Congress cut appropriations by more than 50 per cent for the federal child labor program; therefore be it

Resolved, That the AFL . . . condemn the continuance of child labor, demand the restoration by Congress of the cuts in the appropriation for the federal child labor program, urge the improvement of state child labor laws and school attendance laws, and commend the work of the National Child Labor Committee in its efforts to abolish child labor in America and promote the opportunities of all children for healthy and normal development.

The Children's Bureau

WHEREAS, The 80th Congress curtailed and destroyed the effective work done for the children of the United States by the Children's Bureau of the Department of Labor; and

WHEREAS, The children of the country are our primary resources; therefore be it

Resolved, That the AFL condemn the unwarranted and foolish economy of the 80th Congress in respect to the nation's children and that the AFL go on record demanding that Congress re-establish a revitalized Children's Bureau and increase opportunities of the children of the United States.

AFT Member Is Adviser At UNESCO Conference

JOHN D. CONNORS, AFT member and director of the Workers Education Bureau of America, sailed on the Queen Elizabeth on Saturday, November 6, to attend the Third General UNESCO Conference. This conference of the United Nations Educational, Scientific, and Cultural Organization convened in Beirut, Lebanon, on Wednesday, November 17. Recommended by President Green because of his position as director of the American Federation of Labor's official educational agency, Mr. Connors was appointed by Secretary of State Marshall to serve as Labor Adviser to the U.S. Delegation to the Conference.

In addition to his official duties in connection with the Conference, Mr. Connors studied the trade union movements and adult and workers' education programs in the Middle East. He planned to return to the United States just before Christmas.

AFT Members In U. S. Senate and House



PAUL DOUGLAS, new senator from Illinois, has long been associated with the AFT. He joined the organization in 1922 and for a number of years belonged to the Men Teachers Union of Chicago. As far back as December 1926 the *American Teacher* carried an article written by him. In April 1933, when Local 259 was organized, Paul Douglas was one of the charter members.

As alderman in the Chicago City Council, 1939-42, he insisted on having committee hearings on appointments to the Chicago Board of Education and urged investigation of alleged corrupt practices in school contracts and personnel.

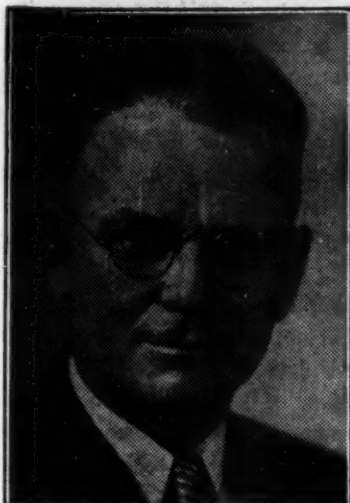
In the 81st Congress he will undoubtedly be one of the staunchest supporters of legislation to improve education.



HUBERT H. HUMPHREY became a member of Local 444 in 1943, when he was a professor of political science at Macalester College. In January 1944 he was elected chairman of the local's legislative committee. Elected mayor of Minneapolis in 1945, he supported the drive for the revision of the Minneapolis charter in order to secure adequate funds for schools and to establish a more responsible and effective form of city government. Those AFT members who were fortunate enough to hear the brilliant address which he delivered at the AFT convention dinner in St. Paul in August 1946 could not have been surprised to learn of his election to the U. S. Senate last November.



ANDREW J. BIEMILLER, the new representative from the fifth congressional district of Wisconsin, was one of the charter members of Local 360. His abilities and his record of public service since he came to Milwaukee in the 1930's are well known to teachers and union members of Wisconsin. As a member of the Wisconsin State Assembly he made a reputation as one of the most capable and untiring members, supporting or sponsoring many measures of benefit both to labor and to teachers. Mr. Biemiller was a member of the U. S. House of Representatives from 1944 to 1946. He was sponsor of a bill to provide educational services for organized labor through university programs in this field.



THURMAN C. CROOK, one of the new U.S. representatives from Indiana, was a charter member of Local 679 and took an active part in the organization of the local. For 28 of his 35 years as a teacher he taught at Central High School in South Bend, Indiana. Mr. Crook has had considerable experience as a legislator, since he was a member of the Indiana House of Representatives from 1939 to 1943, and a member of the Indiana Senate from 1943 to 1947. As a legislator he lent his support to measures that would benefit Indiana's schools and teachers.

Community and University— A Cooperative Project

THE Committee on Education of the University of Wisconsin Teachers Union offers the following proposals for extending the University of Wisconsin's facilities for higher education:

First, that an experimental program of community and regional adult education projects be developed in response to community requests for educational assistance in meeting problems such as housing and soil conservation. The purpose of such projects would not be merely to make technical information available, but to institute educational procedure designed to help alert citizens awaken the rest of the community to its problems and to the need for action in settling them.

Second, that research programs for both faculty and graduate students in the social sciences and humanities be developed in relation to these practical community and regional problems.

Third, that the University curriculum be modified whenever feasible to place emphasis upon community investigation and activity.

The Committee further recommends that this entire program be administered by a faculty Committee on Community and Regional Studies working out of the President's Office.

Problem

During its Centennial year, the undertakings of the University of Wisconsin are subject to many reviews in addition to the official one of the

Committee on University Function and Policy.

Appreciative of this self-critical spirit at the University, the Teachers' Union Committee suggests that the cleavage between "vocational" and "liberal" education be given proper attention. This separation is apparent in higher education throughout the country in the split between the natural and social sciences and the separation of both from the humanities; in the logical barrier which is set up between theory and practice, between methods for arriving at knowledge of facts and those for judgment of values.

The undesirable results of this cleavage are recognized in the narrow competence of the students given vocational training and the impractical scholarship of students who secure a "liberal education."

The resolution of this problem of basic educational policy is of peculiar importance to a state university where devotion to genuinely educational objectives is coupled with sensitivity to citizen demands for practical educational assistance in all areas of life in the state.

The Committee suggests that a unified educational policy is possible without sacrificing the values of either vocational or liberal training. It is believed that increased emphasis in the curriculum and research of the University upon problems of community and regional living will lead to more interdepartmental communication and

organization, greater integration of fact finding and evaluational procedures, a more vital relation between theory and practice, and a scholarship possessing greater relevance to social living. On the other hand, the direct services of the University to the community would have not only technical value but the educational value properly expected from an institution of higher learning.

Example of Proposed Solution

A successful experiment in the field of adult education is cited for illustrative purposes.

The Montana Study, directed by Baker Brownell (Northwestern), and foundation-financed, has tried to prevent family and small community disintegration by getting the University off the campus, by stabilizing and enriching small-town life, and by giving the young a significant function. Under the director were six part-time associates and numerous unpaid collaborators in the state's communities and colleges, organized into the Montana Study Group Association.

The Association's activities: organization of community activities, research, volunteer projects, leader training, publication.

1) Though the Study sponsored dramas, pageants, folk-festivals, and recreation projects, far the most important activity was organizing 10-week study groups in 7 communities, of 300 to 6,000 population. Meeting in groups of 12 to 35, with a local chairman, discussion leader, and secretary, the groups studied state and local problems, using Brownell's 50,000 word syllabus, with its 10 main heads: why we are here; our town and our people; our town and our work; our town and our state; Montana, a place to live; Montana and our nation; the future of Montana; the future of our town in relation to our people; how to make life better in our town; what we have accomplished. Under these heads problems were formulated, discussed, and acted upon; i.e.: community ethnic, religious and occupational modern technology for more diversified production in the home community; urban vs. rural life; analysis of state resources to enrich the community's productive and appreciative life; state history; comparing Montana with other regions; the state's future as related to making families function, diversifying community economy and culture, encouraging new regional industry, and improving irrigation and water-power; community planning; diversity in recreation and educa-

tion, as well as in production, if the community is to hold its best citizens; integrated education centered on the community and not on individual careers; development of appreciation; integration of work and play. Out of these study groups rose four research projects: on community history; on the community role of 5 characteristic families; a calendar of seasonal activities; on motives for recent migration from the community.

2) *Research.* Rural sociologists worked with the U.S. Forest Service on how to stabilize the lumber town. The University School of Education worked out a program of community training for teachers. The Summer School Workshop devised a 9th-grade curriculum: "How We Live in Montana." There were programs for Indian education, a statistical study of the characteristics of Montana people, and numerous recreation programs.

3) *Volunteer projects* were largely concerned with encouraging local arts and crafts. The churches voluntarily combined in a program of inter-denominational training of ministers in community service.

4) *Leader training* was accomplished by short courses, weekend courses, and a system of mobile colleges, intended to encourage promising young residents of small communities to return to their homes to live, work, and play, instead of being siphoned off into cities.

5) *Publications:* an anthology of Montana regional literature; numerous periodical articles; the study group syllabus; several hundred lectures.

Other projects beyond the first 10-week study group: a continued social and cultural analysis in rural sociology, anthropology, history, political science, or recreation; continued study of a special problem; or folk expression in arts and crafts, chorus, band, singing school, stencil work, carving, skiing, hunting, regional history, painting, dancing, or weaving.

Democratic culture cannot last without the support of the genuine community, which can be revived despite absentee ownership, economic monism, differential freight-rates, and the evils of mass technology. Indeed, some communities have used mass technology's resources to prevent decline and to make positive economic and spiritual progress. Such a program might enable a University to make a community richer, not poorer, by counteracting the three corrupting principles of educational decay: postponing the student's function; his living in the social vacuum

of an artificial college community; and divorce of theory from practice. Possibly, then, where Christian doctrine, "great books," contemporary emphasis, and pragmatic science have failed to integrate education, the regional community program of the 3-year Montana Study may succeed.

Many other agencies besides the Montana Study are actively engaged in various forms of community and regional educational experiments. Some, such as the American Council of Jewish Women, are concerned with special problems. Others, such as the Council on Democracy, take a more general approach. The National Planning Association has become active in this area through its newly organized Committee on the Community. These and many other programs would assist in developing a Wisconsin plan.

Suggested Application of Principles for Wisconsin

The Committee suggests that the development of community and regional adult education projects proceed through the organization of Community-Problems Centers in whichever urban or rural areas are feasible.

Such organizations would develop naturally out of University responses to numerous requests for aid made particularly to the Extension Division. Recently, for example, a Wisconsin Community, which we shall designate as "Wisville" was faced by a house shortage made acute by the importation by one of the large industries of 2,000 out-of-city workers. The community housing project which the Wisville city council approved would provide fewer than 500 units.

Such a city-wide problem involving many sets of special interests and requiring far more than specifiable technical knowledge in its solution would initiate educative activity which the University could facilitate in various ways.

Community thinking and action requires organization by trained leaders. The collection of relevant information and provision of expert consultants is necessary. Where information was lacking, research would have to be organized and directed. In the inquiry into housing, for example, conceivably research would include the various branches of engineering, architecture, aesthetics, social philosophy, industrial and labor relations, health, sociology of the family, community planning, recreation, etc. Such research once completed instead of gathering library dust could be fed back into the community just like modern industrial research.

If such cooperative enterprise proves itself valuable in the handling of concrete problems, it is anticipated that a permanent organization of a Community-Problems Center would be welcomed by the people of the community.

Implications of Plan for the University

The education program involved thus contains three parts, the first of which is a continuing research enterprise organized to study regional and community needs of the state and ways of meeting them. One of the first parts of this program would involve the listing of educational and research ventures now underway, in and out of the University, which bear upon this program. Cooperation of students and scholars possessing relevant knowledge and skills would thus be secured and both duplication and isolation of efforts could be avoided.

The second part of the program depends upon the voluntary groups within a community or region who are interested in studying and experimenting with those social problems that are regarded as most urgently needing solution. Encouragement, assistance in organization, training of group discussion leaders chosen by the group itself would be needed. Institutes and short courses could be used for this purpose. Scholarship aid and special provision for attendance of University courses should be made.

Similar procedures should be used to meet the requirements of these community studies at all phases of development. Assistance of individual faculty members and of private or public agencies prepared to offer such services would of course be sought as the occasion demanded. Vocational and secondary school facilities and participation could be readily secured in some instances.

The third part of the program is a flexible curriculum within the University designed to provide for the participation of undergraduate and graduate students in the program. The academic credit for such work would be determined by the departments cooperating unless new crediting units were established through regular faculty procedures. The effort should be made wherever feasible to use graduate and undergraduate students as assistants or apprentices in the program. Participation in research and discussion groups in the community education study groups would be designed to be of educational value to these students as well as useful in promoting the general program. Supervision,

of course, would come from the regular instructor or the department or interdepartmental unit of the student's major.

An educational program of Community and Regional Studies which emerges from the sort of approach outlined above should be administered by a special committee attached to the President's office to ensure an adequate administrative mechanism. Members of the Committee which administers the Graduate Course on Planning would constitute a nucleus. Additional members should include the director of the Extension Division, representatives of the Wisconsin Committee on the Study of American Civilization, of the Wisconsin Idea Theater, of the Agricultural Short Course, and of other groups of relevant interests.

At the beginning, the program should operate on a modest scale with provision for expansion as the results warrant it. The Committee should have ample resources to draw upon: (a) any college, division, department, or individual faculty members willing to cooperate; (b) any governmental units and official bodies in the State; (c) any quasi-private groups and individuals outside the University who might be interested and helpful. Authority should be given to the committee to delegate functions to any educational administrative units willing to accept them, e.g., to the Extension Division, Agricultural School, the State Historical Society, State Board of Vocational and Adult Education, State Department of Education, etc.

Conclusion

The reporting Committee suggests that systematic efforts along the lines indicated in this statement would accomplish fundamental educational reconstruction. The democratic principle that ultimate responsibility for social policy rests with the citizens has implications for education as for all other phases of social living. As the criterion of relevance for the development and enrichment of the university curriculum, it affords a basis for that unity and integration of the various university units and functions for which educators have been groping.

Louis Dumas Author of Book Both Practical and Delightful

THOSE fortunate persons who had the opportunity to become well acquainted with Louis Dumas, one of the founders of the French Teachers Union, when he visited the AFT in 1945, will be glad to know that he has written a unique and delightful book which, to quote a review by Georges Salesse, reflects his "smiling philosophy, robust good humor, and reasoned optimism." In this review, which appeared in *Ecole Nationale*, the official journal of the French Ministry of Education, the book is described as "the *chef-d'oeuvre* of a man who for 37 years devoted all his activity, all his intelligence, and all his strength to the service of a profession which he loved passionately and which he honored greatly."

Basing his ideas on a profound knowledge of the essential problems of education, he presents an abundance of practical suggestions on the teaching of reading, writing, mathematics, history, geography, citizenship, composition, art, music. The experienced teacher will recognize at once that the suggestions are workable and sound.

That M. Dumas is a philosopher as well as a "master teacher" is evident throughout the book, but especially in the fine chapter on character training in the school.

The book is not a treatise on pedagogy; it is a series of informal remarks on the numerous problems which confront all teachers, particularly beginners in the profession. The whole life of the school, down to the smallest details, is presented "in a succession of pictures in which is revealed the fine artistic temperament of the author," writes M. Salesse in his review. "It is a work which merits being placed in the library of all teachers. Some will open it in the hours of hesitation; for others, it will be a companion with whom one loves to visit, from time to time, because of the soundness of his judgment and the charm of his conversation."

Since 1905, M. Dumas has been one of the leaders in educational research and experiment in France. For more than twenty years he has been secretary-general of the International Federation of Teachers Associations.

The book, entitled *Au Pied du mur*, is published by Bourrelier et Cie., 55 rue St. Placide, Paris VI, France. The price is 190 francs.



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THE SYMPHONY— A Community Project In North Carolina

SINCE North Carolina has no city large enough to support a symphony of its own, a state symphony was organized in 1932. The orchestra of 70 is maintained by funds from the state and from the 14,000 members of the Symphony Society.

In each town visited by the orchestra, a free concert is given for the children. Before the state symphony arrives in a town, the Children's Division of the State Symphony supplies schools with advance material. Children are told about the orchestra, the music to be played, and the composers. Instruments are demonstrated, recordings are played and discussed, and sketches are shown to illustrate major themes.

At Chapel Hill, where these photographs were taken, children not only follow the outlines provided, but as they hear the recordings, they interpret the music according to their own moods and emotions. Some use painting as their vehicle, others dance, and others act out what the music means to them.

● As part of their "conditioning" to classical music, Chapel Hill children are taught the roles of the various instruments in the orchestra. In the upper photograph a pupil is pointing to a French horn as the class listens to a record in which the instrument is played.

● The lower photograph shows Chapel Hill children playing on their tonettes the themes of some of the selections which the orchestra will render. This "pre-conditioning" of the young audience is largely responsible for the children's appreciation of the music.



● The music inspires a variety of responses as the children listen.



ACME PHOTOS

Japanese Tran

The Japanese translation of the page below is shown on the page opposite. The characters in the vertical row on the extreme right represent the title. The four vertical rows to the left of the title represent the quotation from Dickens.

CHAPTER I

The World We Face

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, . . . it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us . . ."—*Charles Dickens.*

MAN possesses today as never before the technical knowledge necessary for the development of a life of richness, beauty, and happiness. Yet never has the world faced a future holding greater possibilities of disaster. The period following the titanic struggle in which the peoples of the world have been so recently engaged has yet to bring enduring peace. The threat of war—war more terrible, devastating, and inhuman than anything we have yet experienced—shrouds the globe. Recent changes and developments in the character of international relations and warfare give mankind cause to be concerned for the very survival of civilization. Our world is shattered, uneasy, troubled.

World War II was preceded by such a wave of treaty-breaking and violations of the pledged word that peoples became disillusioned and cynical. Hitler repeatedly assured the world that he had no more territorial demands in Europe and then manufactured incidents that would provide an excuse for invading the territory of others. Treaties of friendship and alliance were made at the very moment that one—or both—of the contracting parties was preparing to attack the other. Nations and heads of nations were bribed with offers of the territory of still other nations. Such words as "non-inter-

WORD has been received from the office of the AFT that the new Japanese translation of the book *Goals for America* by Lester Kirkendall, Floyd Kuenzli, have been printed in Japanese and will be widely distributed in Japan. The new book, which was prepared by the authors for the American Educational Reconstruction Commission, is assisting to set up a democratic government in Japan. The book has been translated into Japanese by the Japanese Teachers' Union, Ministry of Education had the book in a professional edition, and is widely among Japanese educators.

When Mr. Kuenzli, AFT representative, visited Japan in February and participated in a round-the-world trip by plane, he was requested by the national educational problem teachers requested permission to print 10,000 copies of the book, which was approved by the occupation authorities. The occupation authorities printed 10,000 copies, an excellent response in view of the acute paper shortage.

Assisting the Japanese in the reconstruction of their educational system also is a major project of the American Educational Reconstruction Commission in Japan. The assistance of the American Educational Reconstruction Commission in providing material for the reconstruction program. In a recent report, Deverall, formerly Chief of the Division of the occupation authorities, Secretary Kuenzli as follows:

First of all, I went to a far day with Mr. Araki, Chairman of the Japanese Teachers' Union, and his best wish was to send you their very best wishes. I have sent some copies of your book, just as you requested, and under separate cover the book is being sent to you. They printed 10,000 copies, not only throughout the union but also in the stores.

President Araki and his associates have shown a complete absence of any literary interest in education and said that the

Translate "Goals"

第一章 われわれの直面する世界

「それは最も善き時代であつたし、また最も悪しき時代でもあつた。それは知恵の年代であつたし、また愚劣の年代でもあつた。……それは光の季節であつたし、また闇の季節でもあつた。それは希望の春であつたし、絶望の冬でもあつた。われわれは、われわれの前方に、すべてのものを持つていたし、また、われわれは、何物も持つてはいなかつた。……」

チャールズ・デイキンズ

人類がゆたかな美しいそして幸福な生活の発展に必要な技術上の知識を、今日ほどに所有している時代は、かつてなかつた。しかも世界は未曾有の大きな不幸を孕んだ將來に直面しているのである。世界中の人間をまきこんだ巨大な戦争に續く今日の時世は、まだ永續的な平和を、もたらずに至つていない。そして今度の戦争以上の恐るべき破壊性をともなう、非人道的な、戦争の脅威が地球を覆つている。國際關係と戦争との性質の最近の變化と發展は、全人類に、はたして文明が存続出来るかどうかという事さえ、懸念させるようになってゐる。我々の世界は、破壊されており、不安であり 困難にみちてゐる。

been received at the national
the AFT that ten thousand copies
als for American Education, by
all, Floyd Reeves, and Irvin
een printed in the Japanese lan-
be widely distributed throughout
book, which was written recently
for the AFT Commission on
construction, will be used in
p a democratic system of educa-
the book has had a unique accept-
ince it is being used by the occu-
y the ministry of education, and
Teachers' Union/Previously, the
ication had reprinted Chapter V
professional journal distributed
apanese educators.

uenzi, AFT secretary-treasurer,
February and March 1948, on a
trip by plane to study inter-
tional problems, the Japanese
ted permission to print 20,000
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authorities granted permission to
pies, an exceptionally large edi-
the acute paper shortage in Japan/
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l system along democratic lines
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am. In a recent letter Richard
ly Chief of the Labor Education
e occupation forces, wrote to
li as follows:

went to a farewell banquet last Fri-
Araki, Chairman of the Japanese
n, and his board, and they said to
very best wishes. They also gave me
your book, just finished, in Japanese,
rate cover they are going forward to
nted 10,000 copies of same, for sale
hroughout the union but also in the book-

aki and his associates spoke about the
ce of any literature on the philosophy
d said that the only material in Japan

antedated the material of John Dewey. I told them to bring to me a letter asking for aid from the AFT and specifying just what they want, and if they do so, will bring the letter back with me for personal delivery to you.

When Mr. Kuenzli was in Japan he served as a consultant to the educational division of the occupation forces and held a number of conferences with officers of the Japanese Teachers' Union from all parts of the nation. The object of these conferences was to assist the Japanese teachers in setting up a sound and democratic

professional organization. After returning from his trip around the world Mr. Kuenzli stated that Japan is a key nation in the struggle between the totalitarian and democratic nations and that the Japanese teachers' organization is one of the most powerful influences in determining the future of Japan and of the entire Orient. "The type of educational system which develops in Japan," Mr. Kuenzli stated, "may be one of the most vital forces in determining the future course of events in international relations."

Rockford Locals' Industry-Education Workshop Credited toward Certification

By STANLEY GRITZBAUGH

WITH its over-all objective that of learning how the schools and industry can work together in helping pupils become well-adjusted citizens in the community, an Industry-Education Workshop was sponsored in Rockford, Illinois, on Friday, Oct. 15 by the Rockford Federation of Teachers, Local 540, in cooperation with two other locals, North Suburban, 952, and Morris Kennedy, 969.

The workshop was organized by the locals primarily for those who did not wish to attend the Northwest Division meeting of the Illinois Education Association as they had been compelled to do for years. Credit toward certification was allowed for attendance by the County Superin-

tendent of Schools on the same basis as attendance at the Division IEA meeting held the same day. A further explanation of the Illinois situation in this respect is presented later in this article.

The idea for the workshop was originated about two years ago, and plans were tentatively laid last spring. Final plans were based, to some extent, on the all-school Lansing, Michigan, Business-Industry-Education Day held last year. In planning, it was felt that such an occasion would present an unusual opportunity to promote the cause of vocational guidance in school and industry.

The workshop day was divided into four parts.

● Left: At the Ingersoll Milling Machine Co. shop. Stanley Gritzbaugh, general chairman of the workshop, is at the extreme left. Next to him is Sam Guzzards, another member of the planning committee.

● Right: Study groups unite to learn about modern office procedures and practices at the American Insurance Company.



Session One, a general meeting, or orientation period, was held in the auditorium of one of the three junior high schools of the city. The feature of the session was an address by the plant manager of a local sewing machine company. His subject was "What Can We Learn From Our Industry-Education Workshop?"

At the close of the session, members of the workshop were divided, on the basis of previously indicated preferences, into study groups of 25 for the first office or factory visitation of the day. For this second session, most of the industries divided the groups into smaller classes of five or more, and furnished each with a well-informed guide to conduct the tour and briefly address the group and answer questions on general plant practices, personnel problems, etc., either at the beginning or end, or both, of the visit.

Following the specially-prepared get-together lunch at noon served in one of the school cafeterias, the workshop was again divided into study groups for the third session, a visit to a second factory or office. The seven industries that participated in the workshop included a bakery, an insurance company, and manufacturers of hardware, sewing machines, milling machines, furniture, and metal products.

The final session, held in a junior high school auditorium, was a workshop evaluation panel discussion, the panel consisting of two classroom teachers and two personnel managers from plants visited during the day. A third teacher served as moderator. The panel aired numerous ques-

tions raised during the day, but centered around the two general topics presented by the speakers, "An Outline of Personnel Administration Under Present Conditions" and "Some of the Traits and Qualities Employers Look for and Want Employees to Have."

Following the workshop, participating industries were asked to submit written statements evaluating the day. An "Evaluation Report Card" was submitted to the classroom teachers attending the workshop. These requested a grade (A-B-C-D-E) evaluation of each session and answers to each of the following questions: (1) Would you like to see this type of workshop continued? (2) What were the real values of the workshop to you as a teacher? (3) What suggestions for improvement of such a workshop have you to offer?

As a result of the experiences gained and the individual teacher evaluations, certain principles for the organization of such a workshop stand out. For the benefit of those interested, they are listed here.

1. Allow plenty of time for visitation. Perhaps one factory is enough to visit in one day—if it is done well.
2. Build your workshop around very definite objectives clearly stated and well understood by both teacher and industry participants.
3. Allow abundant opportunity for questions and evaluation of the results both during and after visitation.
4. Guides conducting the tours must be good instructors, capable, well-trained, understanding

● Left: At the American Cabinet Hardware Co., Norris Aldeen, personnel manager, explains an operation to a group of teachers.

● Right: Another group visiting the American Cabinet Hardware Co. Helen Gibbons, special education instructor and chairman of the luncheon committee, is second from the right.



thoroughly the work they must explain, and able to put it across to others.

5. Provide a sufficiently large variety of industries for visitation in order to appeal to, and meet the needs of, as many teachers as possible.

6. Keep the class size down as much as possible for the visitation, as factory noises make it very difficult to hear what is being said when the group is too large.

7. Follow-up is all-important. Perhaps individual representatives of industry could appear at the various schools, or before teacher organizations, and discuss more fully problems growing out of the visitation. Certainly one workshop day is only, at best, a good beginning.

Judging from the written statements issued by the participating industries and the "evaluation report cards" filled out by the classroom teachers who attended, the workshop was a highly educative experience. There was unanimous agreement that the experiment should be repeated. It was felt that the new experience had laid the groundwork for increased cooperation between schools and industries to the end that all pupils might become happy, rightly-placed and well-adjusted citizens of the community.

* * * * *

As to why the Rockford Federation set up its own institute program this year, further explanation is necessary. Illinois school law requires that each County Superintendent of Schools shall provide three days of Teachers' Institute each year, and that attendance at these meetings shall

be free. In the past the County Superintendent, with offices in Rockford, has personally arranged for two regular institute days, but has designated the annual meeting of the Northwest Division of the Illinois Education Association as the third required meeting. Until last year it was necessary for a teacher to pay dues to the IEA in order to be able to attend this meeting and thus receive credit toward certification and pay for the day.

Last year the Illinois State Federation of Teachers obtained a legal opinion from the AFT attorney, John Ligtenberg, to the effect that the compulsory payment of dues to the IEA in order to be able to attend the Northwest Division meeting was unlawful. The Superintendent of Schools of Rockford County concurred in this opinion. Thus it was made possible for teachers to attend the Northwest Division IEA meeting last year by merely paying a one-dollar "guest" fee at the door. However, according to school law, even this "compromise agreement" was held to be illegal.

This year, therefore, Rockford's County Superintendent declared that teachers had three possible choices: (1) conducting their own institute, workshop, or other substitute meeting approved by his office; (2) visiting schools by arrangement with their building principals; or (3) attending the Northwest Division IEA meeting free if they so desired. Accordingly, the Rockford Teachers' Federation chose course one and conducted their own institute.

● Left: Examining a layout in the engineering offices of the Ingersoll Milling Machine Co.

● Right: Panel discussion group. Left to right: Norris Aldeen, personal manager, American Cabinet Hardware; Arthur Simonson, social science teacher; Challis French, personnel manager, J. C. Clark Mfg. Co.; Elizabeth McGuire, English teacher; John Burland, debate coach, moderator.



HEALTH AND WEALTH

HOW many Americans can afford all the medical care they need?

This is one of the questions to which you can find an answer in *The Nation's Health*, a 186-page report to the President by Oscar R. Ewing, Federal Security Administrator.

"A scant 20 per cent of our people are able to afford all the medical care they need," says the report. "About half our families—those with incomes of \$3,000 or less—find it hard, if not impossible, to pay for even routine medical care. Another 30 per cent of American families with incomes between \$3,000 and \$5,000 would have to make great sacrifices or go into debt to meet the costs of a severe or chronic illness."

That there is a direct relationship between the comparative wealth of a given state and the health services available in that state is clearly indicated by the figures in the table below, taken from page 65 of the report.

"The contrasts in health services and health records among states with varying incomes, and among different income groups," states the report, "make it clear that lack of individual and group purchasing power for needed medical care constitutes a major barrier against better health."

A copy of the report, published in September 1948, may be obtained for \$1.00 from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

HEALTH SERVICES AND RECORDS BY STATES

States in order of per capita income	Per capita income, 1946	General hospital beds per 1,000 population, 1946*	Days of hospital care per capita, 1946*	Number of persons per physician, 1940	Number of persons per dentist, 1940	Percent of births in hospitals, 1946	Infant deaths per 1,000 live births, 1946	Maternal deaths per 1,000 live births, 1946
Nevada	\$1,703	4.8	1.27	660	2,004	93.1	39.6	1.6
New York	1,633	4.8	1.42	496	1,314	96.9	29.1	1.2
District of Columbia	1,569	5.4	1.62	296	1,337	94.9	41.2	1.7
California	1,531	3.6	1.02	580	1,268	97.1	30.7	1.2
New Jersey	1,494	3.9	1.05	716	1,547	95.4	28.5	1.3
Delaware	1,493	4.3	1.12	786	2,538	88.7	29.7	1.3
Illinois	1,486	3.9	1.13	648	1,323	93.2	30.4	1.4
Connecticut	1,465	3.9	1.13	658	1,575	98.9	27.8	.9
Montana	1,394	6.1	1.72	1,048	2,090	96.6	34.8	1.4
Massachusetts	1,356	5.1	1.38	547	1,530	97.2	31.6	1.3
Rhode Island	1,347	4.0	1.15	742	1,892	95.2	29.5	1.4
Washington	1,346	3.9	1.11	790	1,376	98.2	33.4	1.1
Ohio	1,302	3.0	.85	741	1,831	89.6	31.3	1.3
Maryland	1,293	4.2	1.18	609	2,086	80.7	34.0	1.1
Wyoming	1,264	3.4	.82	915	2,022	93.0	33.1	1.6
Idaho	1,243	3.6	.89	1,241	2,441	96.5	32.9	1.6
Pennsylvania	1,238	4.1	1.16	732	1,664	88.1	33.0	1.6
South Dakota	1,228	4.0	1.13	1,266	2,122	90.0	29.6	1.0
Michigan	1,215	4.2	1.06	826	1,978	93.4	32.7	1.2
Wisconsin	1,198	3.9	1.13	891	1,494	94.0	30.0	1.4
Colorado	1,196	4.9	1.31	572	1,687	87.8	40.0	1.9
Oregon	1,188	3.3	.93	745	1,305	96.0	27.7	1.0
Iowa	1,183	3.0	.90	823	1,564	92.2	29.9	1.1
Nebraska	1,164	3.8	1.07	805	1,430	90.9	30.2	1.0
North Dakota	1,162	4.8	1.34	1,239	2,450	90.9	34.0	1.0
Indiana	1,158	2.8	.79	830	1,890	87.3	31.5	1.3
Missouri	1,143	3.5	1.02	714	1,651	78.2	33.0	1.6
Minnesota	1,090	4.5	1.34	792	1,344	95.2	28.6	.9
Vermont	1,085	3.8	1.09	687	2,363	88.5	34.0	1.4
Utah	1,063	3.6	.87	957	1,798	96.1	27.2	1.4
Kansas	1,062	3.4	.98	870	1,776	90.3	30.6	1.5
New Hampshire	1,048	4.5	1.16	749	2,194	96.5	31.4	1.3
Maine	1,044	3.3	.91	854	2,241	86.9	41.0	1.6
Florida	1,010	2.9	.71	834	2,646	73.4	39.4	3.0
Arizona	995	3.7	.86	841	3,242	85.3	41.5	2.1
Texas	954	2.5	.64	930	3,179	72.3	41.7	1.6
Virginia	952	2.9	.79	927	3,173	65.3	38.7	1.6
West Virginia	914	3.3	.88	1,037	3,186	54.4	40.9	1.5
New Mexico	911	2.6	.64	1,211	4,065	61.6	78.2	2.0
Tennessee	843	2.3	.64	1,003	3,465	60.7	38.5	1.8
Oklahoma	825	2.4	.60	993	3,140	77.7	32.5	1.6
North Carolina	817	2.7	.74	1,304	4,553	61.6	37.2	2.0
Georgia	809	2.5	.62	1,105	3,786	59.6	35.9	2.6
Louisiana	784	3.5	.85	959	3,000	71.2	37.2	2.0
Kentucky	778	2.3	.61	1,031	3,575	50.7	40.0	2.0
Alabama	733	2.2	.49	1,365	4,683	49.2	37.9	2.6
South Carolina	729	2.5	.65	1,355	5,263	49.7	41.4	2.7
Arkansas	697	1.8	.46	1,066	5,077	53.6	28.3	2.1
Mississippi	555	1.9	.44	1,459	5,212	38.6	37.5	3.1

*Federal hospitals excluded.

The Human Relations Front

By LAYLE LANE, Chairman of the Committee on Democratic Human Relations

"In these uneasy days perhaps nothing is more important to the welfare of America than that the diverse religious and racial groups which make up our population learn to live with one another in tolerance and harmony. Because we believe that that happy state can be achieved only through better understanding, the 'Post' asked George Sessions Perry to undertake a series of weekly articles that would tell, in neighborly fashion, how your fellow countrymen live today."

The Editors, Saturday Evening Post

CREDITS

Judge Leon M. Brazil, of King George County, Va., ordered a special election on Nov. 6. The order directed voters of the county to vote on the bond issue "for the purpose of providing funds for buildings or other improvements for the school plants maintained in the county for Negroes."

* * *

The *Pittsburgh Courier* is running a series of articles by the well-known Negro columnist, George Schuyler—"What's Good about the South." Mr. Schuyler traveled 10,000 miles through 13 states to make observations and secure interviews to get the material for his articles.

* * *

The Massachusetts State FEPC, in cooperation with the Massachusetts Committee of Catholics, Protestants and Jews, has issued a revised edition of its "Scrapbook for Teachers." The booklet, which may be obtained from the State FEPC, 41 Tremont Street, Boston, contains practical suggestions and devices for classroom use in developing intergroup understanding.

* * *

The Federal District Court in Oklahoma City has ordered the city school board and county officials "to pay teachers of equal experience and educational attainments equal salaries, regardless of color."

* * *

The *Saturday Evening Post* is running a series of articles, illustrated in color, on American families of Mexican, Norwegian, Chinese, Italian, German, Negro, and Jewish origin. The editors write: "In its entirety, the series will, we hope, give a composite view of the fabric of America, of a people who have come a goodly distance toward the better life they sought and who see the future with more optimism than you might suppose."

* * *

The National Association of Real Estate Boards recently compiled a study of the social aspects of housing in 372 cities throughout the country. The study shows that new residential areas for Negroes are being planned or developed in 30% of all of the communities confronted with a Negro housing problem. While the findings for new housing for Negroes are encouraging, the means for adequate financing of such housing are not available.

DEBITS

Mr. Grover Wilmoth, Director of Immigration for the Texas District, opened the Texas border to large-scale entry of Mexican farm workers. The purpose was revealed when the Mexicans were paroled to private farmers, who thus secured a labor supply for one-third to one-half less than the pay scale of the National Farm Labor Union.

* * *

During November there were increased Klan activities in Georgia, Florida, and Alabama. Two crosses were burned in Tuskegee, one near the grounds of Tuskegee Institute.

* * *

The 1948 survey of anti-Semitism by the Anti-Defamation League will contain an analysis of the discriminatory practices facing professional men trying to obtain state licenses. Dr. Ruth Weintraub, associate professor of political science at Hunter College, is director of the survey.

* * *

In the Social, Humanitarian and Cultural Committee of the UN General Assembly, the representative of the Union of South Africa objected to the statement in the draft on human rights "that all human beings are born free and equal in dignity and rights." The representative contended that "there could not be universality in the concept of equality of all rights—personal, social, economic and political."

* * *

The Attorney General of Oklahoma recently ruled that the University of Oklahoma was "under no legal obligation to admit another Negro student because it enrolled one." The first Negro was admitted last fall after a federal court had ruled that the state must furnish equal facilities to Negroes.

* * *

The Southern Regional Council, 63 Auburn Ave., Atlanta, Ga., has issued a pamphlet on housing conditions in the Southern area. It reveals that:

Out of 10½ million families, 7 million live in houses that do not have minimum standards of comfort, safety, and health.

560,000 farm houses and 150,000 non-farm houses have no toilets or privies of any kind.

2,000,000 farm houses are valued at less than \$500 each.

BOOKS AND TEACHING AIDS

Individualizing Instruction In Reading

ADAPTING INSTRUCTION IN READING TO INDIVIDUAL DIFFERENCES, by Guy L. Bond and Bertha Handlan. *University of Minnesota Press*, Minneapolis 14, Minn. 1948. 82 pp.

The authors of this monograph endeavor to "guide the teacher who feels a need for better developmental, diagnostic, and remedial instruction in reading, adjusted adequately to the native ability, past attainment, special interests, and current needs of each child."

In a very helpful chapter entitled "The Causes of Individual Differences in Reading," there is discussion of intellectual factors, language ability, physiological conditions, emotional and other personality disturbances, interests and motivation, and environmental and instructional factors. The chapter ends with an analysis of various kinds of faulty teaching techniques.

Another chapter describes procedures by which teachers can individualize instruction. These procedures include: (1) developing reading readiness; (2) flexible grouping, with differentiation of assignments and selections according to the needs of each group, such groups to be thought of as committees which are frequently reorganized as new problems arise; (3) arranging a good program of recreational reading; (4) building the work of the class around topical units, thus giving children some reason for practicing reading; (5) trying to find out as soon as possible the reasons for a child's difficulty in reading, and doing what remedial teaching is possible—referring the child to a school psychologist or remedial reading specialist, if possible.

The last chapter points out that all a teacher's good intentions and skill are not enough, however, unless he or she is given some assistance by administrators, librarians, and agencies responsible for determining school policies and allotting funds to the school. The following suggestions are given for helping the teacher to improve instruction in reading, but they might be applied to the teaching of almost every subject in the curriculum:

1. Give the teacher a reasonable number of children to teach.
2. Provide the teacher with sufficient and appropriate books.
3. Help set up a scheme so that books which are used in one classroom are available for use in other classrooms at other times.
4. Provide a good central library in charge of a trained librarian.
5. Give the teacher sufficient information about her pupils.
6. Provide a systematic, yearly appraisal of each child's progress in reading.
7. Allow teachers freedom in planning their work.
8. Give teachers time and opportunity to improve their own work.

Careers in the Field Of Social Work

SOCIAL WORK, AN INTRODUCTION TO THE FIELD, by Herbert Stroup. American Book Company, 88 Lexington Ave., New York 16, N. Y. 1948. 695p. \$4.50.

Herbert Stroup, an experienced social worker and teacher, has produced an excellent book which is designed to serve the beginning student as a non-technical introduction to the field of social work. The book will also be most useful to vocational advisers, to teachers of courses dealing with careers or occupations, and to high school students desiring information about the various careers offered by the social-work field.

For Parents and Teachers Of Children from 6 to 12

UNDERSTAND YOUR CHILD—FROM 6 TO 12, by Clara Lambert. *Public Affairs Committee*, 22 East 38th Street, New York 16, N.Y. 1948. 32 p. 20c.

Although this pamphlet is meant primarily for parents, there is much in it that would be helpful to beginning teachers or teachers in training. It could be recommended by teachers, also, to parents who seem to have difficulty in understanding their children.

For dealing with children in this difficult phase of growth—when they seem to be "not so lovable as they were at three, nor so exciting as they are in adolescence"—the pamphlet offers the following suggestions to be used, not as an infallible guide for on-the-spot emergencies, but for long-term guidance in helping the child to develop fully:

Know what to expect beforehand. Be prepared for questions about sex, "shockers," tall tales, lies, or stealing. "Shockers" are best handled with humor and a light touch. And a simple, direct, honest answer without a display of shame, confusion, or anger helps to give children a constructive attitude toward sex. When a child lies, he may be afraid of punishment or of losing your love. Relax your demands, make him feel sure of your love and understanding no matter what happens. Go along with his "pretend games." In this way you help him separate fact from fancy—and even have fun doing it. Stealing is usually brought about because there is not enough adventure in your child's life. Give him more things to do and more attention.

Keep talking things over together. Keep the avenues of communication open. Reading stories is one way to have little "talk fests" which lead to understanding.

Encourage dramatic play, even though it is often a noisy, highly emotional activity, for it is through play that children work out their own problems.

Share experiences with the child. Experiences shared provide richer play material than a closetful of toys.

Don't make too many rules and regulations. Children want rules, laws, and regulations, but they like the "rubber band" type which can be stretched a little but not broken. You must know how to compromise gracefully, be firm without rancor, be fair, and even look the other way sometimes to sidestep an unimportant issue.

In order that parents or teachers may be relieved of some of their worries and learn that behavior which they thought was abnormal or "bad" is merely "six-year-oldness," or "seven," or "eight," and so on, Mrs. Lambert has included in the pamphlet a series of sketches about each year from six to twelve. These are not sketches of problem children, but the problems of children as they grow.

Understand Your Child is No. 144 in the series of popular, factual pamphlets issued by the Public Affairs Committee, a non-profit educational organization.

A New Dictionary Published by Funk and Wagnalls

NEW DESK STANDARD DICTIONARY, Funk and Wagnalls Co., 153 E. 24 St., New York 10, N. Y. 1948. 960p. \$3.50 plain, \$3.75 thumb-indexed.

This new and useful dictionary has 100,000 entries and more than 800 illustrations. Type size of the entries makes the finding of a word particularly easy and the underlining of emphasized syllables helps in determining pronunciation quickly.

Purchasers of the book are eligible to receive a supplement every six months for five years for a mailing cost of ten cents.

Have You Read . . .

BOOKS

● **BIBLIOGRAPHY OF BOOKS FOR CHILDREN**, 1948 edition 122 p. Obtainable from the Association for Childhood Education, 1200 15th St., N. W., Washington 5, D. C. \$1.00. A new edition of a well known bibliography. The books are classified into eighteen categories according to content. The largest and one of the most important categories is regional stories, which includes books about thirty-five countries.

● **VOLUNTARY MEDICAL CARE INSURANCE IN THE UNITED STATES**, by Franz Goldman, Columbia University Press, New York, N. Y. 1948. Recommended to labor unions by the Institute of Labor and Industrial Relations, University of Illinois.

● **THE NEW INDUSTRIAL RELATIONS**, by Louis M. Hacker and others. 157 p. Cornell University Press, Ithaca, N. Y. \$2.00.

● **NATIONAL HEALTH PROGRAM**. Hearings before the Committee on Education and Labor, U. S. Senate, on S. 1606, 79th Cong., 2nd Sess. Superintendent of Documents, Government Printing Office, Washington 25, D. C. Parts 1, 2, 4, and 5, each, \$1.00; Part 3, \$1.25.

● **PERFORMANCE OF PHYSICALLY IMPAIRED WORKERS IN MANUFACTURING INDUSTRY**. 132 p. A study which analyzes objectively the work of 11,000 handicapped workers in comparison with 1800 able-bodied workers at similar jobs in 109 plants. The findings reveal that labor and management "are greatly enriched by the contributions of men and women having physical disabilities." Prepared by the Bureau of Labor Statistics for the Veterans Administration. Available from the Government Printing Office, Washington 25, D. C. 15c.

MAGAZINE ARTICLES

● "Verse and Song for Democratization," by Sema Williams Herman in *Elementary English*, Oct., 1948. The article gives poems for use in the primary grades in teaching democratic human relations. Suggestions for classroom use are included.

● "Our New Labor Diplomats," by George A. Bernstein in *Harper's Magazine*, Oct., 1948. The article deals with the important part labor has to play in American diplomacy.

● "Today's Peripatetic Scholars," by Beulah Amidon in *Survey Graphic*, June, 1948. An excellent article surveying student exchange, which has taken place on an unprecedented scale since the end of the war.

● "Learning to Live Together, New Haven Experiment in Neighborliness," by Katherine Glover, Children's Bureau, in *The Child*, August, 1948. Story of a project in democracy at the level of the neighborhood.

● "Creating a Social-Studies Atmosphere," in *The Clearing House*, Oct., 1948. Five projects which have helped to give color and interest to social studies work in five different schools are described.

● "WHERE TO FIND IT." A special issue of *Scholastic Teacher*, Oct. 13. It tells teachers where to write for materials on foreign countries, industries, and key problems, as well as for films and filmstrips, play sources, pictures, posters, charts, maps, pen-friend addresses, scripts, records, and recordings. There is also a special list of books and materials for English and social studies teachers. *Scholastic Magazines*, 7 East 12th St., New York 3, N. Y.

PAMPHLETS

● **AN ANALYSIS OF VARIOUS FACTORS ASSOCIATED WITH THE SELECTION OF TEACHING AS A VOCATION**, by Robert W. Richey and William H. Fox. Bulletin of the School of Education, Indiana University. A thorough and scholarly study. Available at 50c from the Indiana University Bookstore, Bloomington, Indiana.

● **KNOW YOUR STATE TAXES**. 12 p. Washington State Federation of Teachers, Labor Temple, 2800 First Ave., Seattle, Wash. No price listed.

● **FEDERAL GOVERNMENT FUNDS FOR EDUCATION, 1946-47 AND 1947-48**. 40 p. Single copies, 15c, from Superintendent of Documents, Government Printing Office, Washington 25, D. C. Lists amounts of money distributed to the states and territories for educational purposes as directed by the acts of Congress.

Quoting . . .

● **PRESIDENT HARRY S. TRUMAN:** "... the best interests of labor and the good of the community are inseparable." From speech in Atlantic City, quoted in *AFL Weekly News Service*.

● **EDGAR DALE**, who recently returned from the Paris meeting of UNESCO's Commission on Technical Needs of Radio, Film, and Press: "In large measure . . . we must reverse the question which we usually ask: 'What is UNESCO doing for us?' and substitute 'What are we doing for UNESCO?' UNESCO can coordinate and correlate what its members send to Paris. We must not expect much more." From an article in *The News Letter*, publication of Ohio State University.

● **FROM FRANCE:** "We know that it is hard to drag our country out of its present troubles. But our best hope is in the union men and women of good will through the world. And the generosity of American people creates links that will not be forgotten." Quoted from a letter received by the Portland local from a recipient of a CARE package sent by that local. Several other letters from France expressed deep concern for the future of their country.

● **THE DETROIT TEACHER:** "When a teacher is in trouble and doesn't know where to turn, she turns to the Union.

"It can happen to anyone, and it usually does—at least once in a lifetime. Maybe they framed you, or maybe you just didn't play it smart. Or you could be dead wrong. That happens, too.

"In any case you need some good advice and someone to back you up. If you're a good teacher and can prove it, you deserve the support of every other teacher in the school system. Even if you deserve to be in trouble, you're entitled to help in getting out of it.

"Join the Federation now—so that you will know where to turn when the going is rough."

● **O. R. BARKDOLL**, Downers Grove, Ill., health and physical education specialist: "Miracle dirt' ends playground mud."

"Natural rock asphalt has been called miracle dirt because it looks just like black soil in the stock pile, but miracles can be performed with it when surfacing the school playground. Teachers like it because every gymnasium game can be played on this smoothest of the all-weather surfaces, thus relieving the overcrowded gym classes. Janitors like it because the playground mud, dust, and grit, formerly tracked in by the youngsters, no longer ruin the floors . . . The neighbors like it because there is no dust, and that painful glare from the sun (when the yard is surfaced with white crushed stone) is eliminated. Parents like it because of the saving incurred on shoe soles, clothes, knees and elbows . . . Pupils like the surface because they can always use the grounds for efficient play (which is not the case with the gymnasium, should they be lucky enough to have one)." From *Scholastic Coach*, Jan. 1948.

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NEWS FROM THE LOCALS

Detroit Local Works to Improve Interviewing of Teacher Candidates

231 DETROIT, MICH.—Ever alert to protect teachers' rights, the Detroit local is set to battle against "ill-advised and highly improper" questions which are being asked of teacher candidates interviewed for positions in the Detroit schools.

Reports to the union from candidates and members of the interviewing committees indicate that questions about membership in religious, racial, nationality, or other groups are common. One candidate, the *Detroit Teacher* reports, was even asked how he intended to vote in the November election.

Said Frances Comfort, president of the Detroit local:

"Teacher selection should be on the basis of the individual's competency to do a good teaching job. Questions which have to do with

religion or political views, or those which are extremely personal in nature, are obviously highly improper.

"It should be the responsibility of the committee chairman to instruct the members as to the kind of questions that may be asked and to rule others out of order. Extreme care should also be taken in the oral review of the candidate's record to avoid prejudicing the committee either by tone of voice or selection or emphasis of particular items."

The union requested permission to send a representative to future interviews as an observer. The request was denied but the denial does not end the matter. The local is inviting comments on future proceedings from either candidates or members of interviewing committees. Future action can be expected from this vigorous local.

Kansas Local Has New Publication

800 KANSAS CITY, KANS.—*Kansas Eight Hundred* is the name of the new publication of the Kansas City, Kans., local.

Of special interest in the first issue is a description of a sixth grade art project which produced unusual wall hangings bringing cheer and color to the Quindaro School in the city. The work was carried out under the direction of Vinita Arnold, AFT member and sixth grade art teacher.

Indiana Locals Name Representative

4 GARY, IND.—Miss Ann Maloney of Local 4 has again been chosen as the legislative representative of the Indiana organization of AFT locals. She will represent the state group at the 1949 session of the Indiana legislature.

Local Studies Policies On Dues

871 NEW BRITAIN, CONN.—Delegates to the Colorado convention from New Britain found time to do a bit of research work on dues paid by locals.

They discovered that in Colorado the state per capita dues are \$6, making the dues in the various locals \$13 to \$15. Last year more than \$5,500 was collected in per capita payments.

Duluth dues are set at \$22 but a reduction is made for payment in advance. Fifty cents is deducted from the second payment for each meeting attended.

Members of the St. Paul local have their dues computed at the rate of one half of one per cent of their salaries. Dues are paid in two installments.

Newark gives a reduction of one dollar for the payment of yearly dues.

Rebates for attendance at meetings are given by several locals. Denver gives a reduction of fifty cents a meeting.

Officers of Local 580, LaSalle, Ill., do not pay dues.

Louisville Local Reports Results Of Salary Study

672 LOUISVILLE, KY.—A recent report made by the Louisville local includes salary ranges for some cities not included in the AFT Research Department study sent

to the officers of locals recently.

Arranged by size of maximum salary for the M. A. degree, the cities with their salary ranges are as follows:

City	A.B. Degree		M.A. Degree	
	Min.	Max.	Min.	Max.
Trenton, N. J.....	\$2,500	\$4,800	\$2,800	\$5,000
Baltimore, Md.....	2,600	4,600	2,800	4,800
Hartford, Conn.....	2,240	4,340	2,390	4,790
Minneapolis, Minn.....	2,400	4,583	3,108	4,708
Phoenix, Ariz.....	2,400	4,370	2,600	4,560
Washington, D. C.....	2,500	4,000	3,000	4,500
Boston, Mass.....	2,616	4,488	2,616	4,488
Louisville, Ky.....	2,400	3,900	2,600	4,200
Des Moines, Ia.....	2,800	3,850	3,000	4,150
Dallas, Tex.....	2,200	3,700	2,300	4,000
Portland, Ore.....	2,500	3,500	2,700	4,000
Cheyenne, Wyo.....	2,160	3,840	2,280	3,960
Santa Fe, N. M.....	2,400	3,600	2,600	3,960
Salt Lake City, Utah.....	2,280	3,732	2,490	3,942
Boise, Ida.....	2,160	3,600	2,280	3,900
Charleston, W. Va.....	2,150	3,230	2,450	3,710
Miami, Fla.....	2,400	3,400	2,600	3,600
Baton Rouge, La.....	2,400	3,311	2,500	3,600
Norfolk, Va.....	2,000	3,300	2,200	3,500
Oklahoma City, Okla.....	2,000	3,100	2,100	3,300
Nashville, Tenn.....	2,250	3,050	2,350	3,150

Program Set Forth By Local 8

8 WASHINGTON, D. C.—Objectives toward which Local 8 is working during the present school year are as follows:

1. Enactment of a cost-of-living salary increase retroactive to July 1, 1948.
2. Passage of McCarran-Johnson-Cooper Bill, a bill to correct inequalities of the 1947 Teachers' Salary Law.
3. Passage of a liberal sick leave law.
4. Basing all salary increments on length of service only.
5. Elimination of all teacher ratings except "satisfactory" and "unsatisfactory."
6. Employment of adequate number of clerks to relieve teachers of excessive clerical loads so that they may have time to teach.
7. Curtailment of the excessive expenditure of public school funds for administrative services.

Labor Supports Aims Of New York Local

2 NEW YORK, N. Y.—Full support for the New York local's legislative program was pledged at the meeting of the State Federation of Labor. The following items are included in that program:

1. Elimination of "superior merit."
2. Full state aid.
3. Contractual tenure.
4. Workmen's compensation for teachers injured in the performance of their duty.
5. Equalization of hours of vocational and academic teachers.
6. Modernization of the pension system, including 30-year retirement and 25-year retirement for teacher veterans.
7. Substantial cost-of-living adjustment.
8. No loss of pay for jury duty.

Sick Leave Defined In Louisville

672 LOUISVILLE, KY.—The Louisville local reports new sick-leave regulations for all teachers in the public schools of the city.

Effective for the school year 1948-49 teachers have ten days' sick leave plus any unused balance from the 1947-48 school year plus ten additional days with partial pay based on the difference between the teacher's and substitute's pay.



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Urge Greater Participation by Citizens In School Board Deliberations

3 PHILADELPHIA, PA.—The Philadelphia local has offered suggestions to the city school board for the modification of its procedures in order to bring about greater participation of citizens and teachers in the deliberations of the board.

A year ago the union got in touch with other locals and found out that boards in other cities frequently encourage the participation of interested groups. In New York and Cleveland the agenda of board meetings are sent to teachers' organizations in advance. The Minneapolis board presents important problems at one meeting but does not vote upon them until the next. In Detroit and Cleveland AFT locals are even requested to send representatives to board meetings to present their ideas.

In Philadelphia the president of the Board of Education has arranged to be in his office for two hours on Saturdays for the purpose of conferring with individual teachers, representatives of organizations, and anyone interested in the problems of the school system. With him will be the superintendent and the business manager.

The president of the board thinks his Saturday conference plan will produce good results. He believes in arguing a case in conference rather than through speeches before the board. In line with this idea, he plans to have board members meet for half an hour in advance of the regular meetings to dispose of some problems.

The union's view, however, is that such pre-meeting conferences will make the board meetings even more cut and dried than in the past. More interesting meetings could be arranged, the union believes, to stimulate public awareness of school problems.

Fond du Lac Local States Aims

1004 FOND DU LAC, WIS.—Objectives of the Fond du Lac local for 1948-49 were formulated by the local's policies committee. With a view to participating more actively in community affairs, the members plan to set up a scholarship fund for deserving students; to have themselves blood-typed so that they may serve as blood donors when needed; to work toward representation of teachers on municipal governmental boards; and to work toward the election of school board members who favor the objectives of the local.

Other goals set by the local include having all teachers placed on a salary schedule by September 1949, improving sick leave provisions, and obtaining the right to take sabbatical leave.

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● Part of group attending a reception in honor of AFT President John Eklund given by Local 27, Washington, D. C., at the home of Mrs. Mary C. Buckner: Cornelia Copeland, John M. Eklund, Portia Bullock, Don B. Goodloe, Selma Borchardt, and Paul Cooke.

AFT President John Eklund Speaks in Washington, D. C.

8 WASHINGTON, D. C.—Speaking to Local 8, John Eklund, AFT president, criticized the makers of the budget of the District of Columbia for failure to include provisions for salary increases for teachers, especially when other federal employees were being given higher salaries. Failure to take steps to reduce the pupil-teacher ratio also met with his censure, as did the increase in the number of school administrators, which he felt was out of all proportion to the increase in the number of classroom teachers.

The existent inequalities in educational opportunity throughout the nation were deplored by Mr. Eklund and the need to correct them was emphasized. The report of President Truman's Committee on Higher Education was lauded and its implications for the future of education were considered.

On an international level Mr. Eklund envisioned the possibilities of a great international teachers' organization in which teachers with a common concern for the welfare of children could unite with the common purpose of educating for peace.

Colorado Member Elected Legislator

858 DENVER, COLO.—Herrick Roth, president of Local 858, was elected to the state legislature last November. Mr. Roth was a leader in the organization of the Denver local and the state AFT group and has been one of the hardest workers for the union cause in the state. His election assures the Colorado State Federation of Teachers a 100 per cent supporter of its legislative program where it means most—in the legislative body itself.

Pawtucket Local Sponsors Two Series of Lectures

930 PAWTUCKET, R. I.—To promote "better understanding between peoples" the Pawtucket local is sponsoring two series of lectures during the present school year. The emphasis in both is on world problems.

One of the series will present, among other well-known people, Pearl S. Buck, on the Far East; Hernane Tavares de Sa, Brazilian educator and lecturer, on "Communism, Nationalism or Democracy for Latin America"; P. E. Dustoor, professor of English at the University of Allahabad, on "India in Transition"; Raymond Kennedy, Yale anthropologist, on "Whither Em-

pires?"; and George S. Counts, of Columbia University, on "The Crisis in Russian-American Relations."

The other series includes such well-known persons as Norman Cousins, editor of the *Saturday Review of Literature*, on the subject "Don't Resign from the Human Race"; Induk Pakh, Korean author and lecturer, on "The Role of Korea in World Affairs"; and Jan Papanek, former Czech delegate to the United Nations, on "Czechoslovakia Today."

In all there are 16 lectures. The admission price on a series basis is \$7. The lectures are being sponsored as a public service to the community.

What Do Employees Want in Their Jobs?

3 PHILADELPHIA, PA.—Appearing before a membership meeting of the Philadelphia local, Harvey Stevens, personnel director of the International Resistance Company, explained personnel policies in his company.

He said that the basis of personnel work in industry is the recognition of what people want in their jobs. Seven basic desires were listed:

1. *Security*—job stability, pensions.
2. *Status*—feeling that their connection with the business enhances their position in the community.
3. *Good working environment*—pleasant environment.
4. *Adequate pay*.
5. *Recognition*—the feeling that they are needed.
6. *Advancement opportunities*.
7. *A voice in their destiny*—an opportunity to talk to the management, to suggest.

Abraham Tobias, principal of the Read School, commented on the applicability of the policies outlined by Mr. Stevens to school employees. Stressing the need for "foremanship training" for school principals, Mr. Tobias said:

"Here and there an individual principal does a good job in making teachers feel that they belong. More often, however, teachers are left to orient themselves as best they can. They learn to expect only negative criticism and build up a defensive attitude toward it. They discover that suggestions for improving school conditions are likely to be labeled complaints, and stop making them."

Illinois Locals Hold Practical Workshop

Under joint sponsorship of the Illinois Federation of Teachers and the Labor Education Division of Roosevelt College a workshop on the principles and techniques of collective bargaining was held in Chicago last fall.

The program began with a general survey of the policies and practices of collective bargaining with Jack Barbash, author of *Labor Unions in Action*, as discussion leader. A discussion of a public relations program for teachers under the leadership of Mary Herrick, chairman of public relations and publicity for the Chicago local, followed. Problems in bargaining with public authorities were then discussed, with Dr. Joseph Mire, national director of the American Federation of State, County, and Municipal Employees, leading the group.

Specific application of the general principles to procedures in handling grievances in the schools was made in a session under the leadership of Florence E. Clark, of the Chicago local, author of a steward's manual.

About 60 members of the state federation attended from various sections of the state. Active participation by those attending made the workshop especially practical.

Portland Member Receives Award

111 PORTLAND, ORE.—Mrs. Beatrice Stevens, member of the Portland local, has received one of three annual Freedom Awards given by the American Veterans Committee in that area.

The award was made in recognition of her service in setting the pattern of interracial accord which characterizes Oregon student life, according to the chairman of the AVC Council. Mrs. Stevens founded Portland's first high school interracial club. Today there are similar clubs in most schools in the area.

"Town Meeting" Held by Flint Local

435 FLINT, MICH.—A "town meeting" which was sponsored by the Flint Federation of Teachers discussed the various aspects of the question: "What Kind of Teachers Do I Want for My Child?" Parents and students participated in the discussion.

University Local Attempts To Improve Status of Assistants

223 MADISON, WIS.—The University of Wisconsin local recently made a study of the salaries, working conditions, and housing of teaching assistants at that institution. The report of the committee that conducted the study made several suggestions for the improvement of the assistants' status. The *Wisconsin Teacher* states:

"Recommendations of the committee include an adequate salary in-

crease for teaching assistants with an attempt at more scientific gauging of assistants' salaries and equalization of discrepancies in different departments and schools; a yearly contract and representation of teaching assistants at faculty meetings of their respective departments; support of a proposed 120-apartment unit project and support of a state subsidy for university housing."

A SCHOOL BOARD MUST LEAD

By CHARLES BOYER, President of Local 238

Minneapolis has experimented with two types of school administration: one in which the board of education administered the schools and the superintendent was a rubber stamp; the other in which the superintendent administered the schools and the board of education was a rubber stamp. Both types have been unsatisfactory. The elements of success are wanting in both types.

There should be a distinct differentiation between policy making and administration of policy. Policy making belongs to the board of education. The board of education should assume vigorous leadership in this direction. Administration is a function of the superintendent. To be sure, the help and advice of the superintendent should be sought by the board in policy making and the superintendent should feel free to suggest policy to the board; and if such suggestions are strictly in the educational field, the board should show all possible deference to his judgment, but nevertheless there should be an approved policy.

State law designates the board of education as the business manager of the district. This was upheld in an opinion of the Attorney General given March 20, 1947, to the board. This imposes upon the board the full responsibility to initiate, develop, and sponsor revenue measures, as well as to determine the policy of expenditures. This cannot be delegated, but the administration of policy can and should be delegated to the superintendent.

Other policies that should be formulated and placed on record are:

1. An administrative policy which clearly defines the duties, responsibilities, and authorities of all administrative and teaching personnel.
2. A policy of services to be offered the public.
3. A specific curriculum policy.
4. A policy of uniform standards for the operation of individual schools.
5. A policy of improvement, repair, and equipment of the physical properties and the initiation of whatever financial measures are necessary to put it into effect.
6. A public relations and legislative policy.
7. Personnel and promotion policy.

There are other policies which probably should be included. The list is not intended to be complete, but merely suggestive.

No board can long escape its responsibility to the public and the school organizations by divesting itself of all responsibility in delegating its authority to the superintendent. This leaves no avenues of appeal in case of arbitrary acts of the superintendent, but if operating under board policy the board can effectively become the arbiter of disputes in interpretation.

There probably would not have been a school strike had the Minneapolis board reserved to itself the duty of making financial policy.

From *The Minneapolis Teacher*



GARY POST-TRIBUNE PHOTO

Flora Philley Feted

4 GARY, IND.—Flora Philley was honored recently at a party given by Local 4 for her contribution to the professional growth of teachers in America.

Miss Philley, an active member of the Gary union for many years, is the author of a recently published book, *Teacher, Help Yourself*. Reviewing the book, Richard Sealock, Gary city librarian, said it was "truly a chronicle of the difficulties of a courageous group of teachers who met and overcame numerous ob-

stacles to make teaching a better profession."

Pictured above is Miss Philley autographing a copy of the book for Mrs. Florence R. Greve, AFT director of research. Looking on are Mr. Sealock; William H. Stern, school board member; Irvin R. Kuenzli, AFT secretary-treasurer; and William L. Swan, president of Local 4. Also joining in the tribute to Miss Philley was Carl Mullen, president of the Indiana State Federation of Labor.

Yorkshire and Ohio Exchange Teachers

250 TOLEDO, O.—George Hammersmith, former president of Local 250, is an exchange teacher in England this year. Before beginning his teaching duties, he and Glenn Baxter, a member of the Elyria local, went on a tour through the Snowdonia Mountains in Wales.

Taking Mr. Hammersmith's place in Toledo is Edward Wright, headmaster of the Castle School, Knaresborough, Yorkshire, and president of the National Association of Schoolmasters. Mr. Wright was recently the guest of honor at a tea given by the Toledo local.

Salaries Increased In Denver

858 DENVER, COLO.—A new salary schedule, effective December 1, has been adopted by the Denver school board. Beginning teachers are scheduled to receive \$2,700. Those with a bachelor's degree can reach a maximum of \$4,500 and those with a master's, \$4,800.

The new schedule represents an increase of \$300 for most of Denver's teachers.

Local Works Toward Four Goals

246 CHATTANOOGA, TENN.—The Chattanooga-Hamilton local has set forth a 4-point program for the year. It is as follows:

1. A state-wide tenure law for the teachers of Tennessee.
2. A 4-year term for the superintendent of Hamilton County Schools.
3. The replacement of all unqualified teachers in Chattanooga and Hamilton County schools as soon as possible by qualified teachers.
4. Prevention of undesirable change in Chattanooga or Hamilton County pension laws.

Labor Candidates Win in Will County

604 WILL COUNTY, ILL.—Cooperation of the Will County local with the county Labor Council has resulted in the election of all labor-approved candidates for the school board. Two of the five members re-elected are labor union members.

Freedom and Responsibility

Some people think of freedom as an escape into an imaginary life where no cares or responsibility will ever touch them. This is an immature conception.

Freedom is the right to choose the responsibility you will accept. Slavery exists when involuntary responsibility is forced upon you. No person is a mature adult who is without responsibility.

Anyone who enters a profession or an occupation has, by doing so, chosen certain responsibilities. Every teacher, by the very acceptance of his position, voluntarily assumes some responsibility for the future of the children before him, the future of his community, his nation, and the peoples of the world. There was never a time in all history when that simple statement was more obviously true.

For many years, the teachers of Chicago were not free. No teacher received recognition or promotion who exercised his full constitutional right of freedom of speech, who offered frank and honest criticism of administrative

policy or procedure, or who showed resentment of exploitation of children's opportunities for private or partisan gain. No teacher had any sense of security or certainty in any dealing with the administration.

The repression is rapidly lifting; but it has left frustration and inertia in its wake. Pay increases are essential. Respect for the personal dignity of teachers must be restored. But it is equally imperative that teachers themselves realize that many of them have become professionally crippled and that a conscious readjustment of their own attitudes is a third essential.

The basic responsibility of both teachers and administrators is to help youth find a continually wider and deeper understanding of the life around it. It must be a shared responsibility. Neither teachers nor administrators can do much without common understanding, common goodwill, and shared enthusiasm.—From the *Chicago Union Teacher*.

Labor Notes

By MEYER HALUSHKA, Local 1

(Continued from page 2)

groups using movies and film strips in various cities and rural areas of the state. About 7,000 men and women took part in these programs. The GWES also conducts an evening school in Atlanta open to the community.

The Workers Education Bureau (John Connors, director) and the American Labor Education Service promote local and area educational conferences, assist unions in establishing study programs, and issue bulletins on labor education.

The AFL Committee on Education and the CIO Department of Research and Education provide materials and assist affiliated internationals in fostering study projects for unionists.

AFL state federations of labor are becoming active in workers education. The Kentucky Federation of Labor finances a state-wide education service for members. The Colorado State Federation of Labor has set up a department of research and education to provide instructional aids to trade union locals and members.

The courses offered in labor education programs are varied and extensive. Among the more popular subjects are: steward training, collective bargaining, labor economics, labor history, political action, union administration, current events, public speaking, and parliamentary law.

American Workers Producing More

The charge that workers today are not working as hard or as efficiently as in the past is not borne out by actual facts.

The Bureau of Labor Statistics in a study of industry productivity found that in the tobacco, ice cream, fertilizer, and leather industries labor productivity increased from 20% to 30% per worker since 1939. Increases of 15% were noted for the confectionery and glass products workers.

The magazine *Factory Management and Maintenance* found that on the basis of a survey made in 447 manufacturing plants the increase in productivity from 1946 to 1947 was 3.3%. There was a further rise of 4.4% from 1947 to 1948.

The magazine *Life*, in a report on American production, declared that

"Today's index of production per man hour is 35% greater than in 1938 and 60% greater than in 1929."

More U. S. Unionists To Study at Oxford

Plans to extend the program under which American trade unionists are selected to study labor and related problems in a British university were announced by Dr. Harold Taylor, president of Sarah Lawrence College.

Dr. Taylor is chairman of the selection committee which for the past two years has awarded five scholarships to trade unionists recommended by their unions for study at Ruskin College at Oxford University.

The program will be expanded, the college president said, to provide for a two-way exchange between trade unions of Great Britain and the United States. For the past two years the plan has been limited to the sending of American students abroad under scholarships set up by Sir Robert Mayer, founder of the program and donor of the first five scholarships.

Commenting upon the plan, Dr. Taylor said that "by establishing a Rhodes scholarship plan for the trade union movement we will help develop a better informed trade union leadership in America."

"Those students who have returned from Oxford have brought back a new understanding of the problems of labor in England and Europe," he said. "They have spread this information among their own trade unions."

Four major steps will be taken by the selection committee to expand the program, the college president said. It will seek to get unions to supply scholarships for their own members. If it can be arranged, the Fulbright Act will be used to permit veterans in trade unions to receive scholarships through unused lend-lease funds still in British hands. The committee also intends to increase to ten the number of scholarships offered next year. Students are selected from those recommended by trade unions throughout the country. In England Sir Robert Mayer will seek to start the English equivalent of the American selection committee.

This year's scholarship winners will find their tuition, room and board paid, plus a personal grant of £75

for expenses. Ship fare must be provided, however. This is often underwritten, it was said. Sir Robert is providing one of the second group of scholarships. The other four are being donated by the British Trade Union Congress and a trust fund directed by Ernest Bevin, British Foreign Minister.

Women as Wageearners

About 17,000,000 women are engaged in paid employment. They constitute 28% of the total labor force. In July 1944 the peak of employment of women was reached, with a total of 20½ million women at work, comprising 35% of all gainfully employed.

There are eight times as many women workers today as there were 80 years ago. While the total labor force has doubled since 1900, the number of women workers has trebled. Only 38% of the working women are single; 46% are married, and 16% are widowed or separated.

One hundred years ago only seven occupations were open to women. The Census of 1940 discloses that female workers are employed in all but nine of the 451 occupational classifications used. However, about three-fourths of the employed women are concentrated in but 23 occupations.

Women account for 95% of all household employees, 65% of restaurant and hotel workers, 95% of all telephone operators, and 40% of all persons engaged in light manufacturing. Women represent less than 5% of professional groups such as doctors, dentists, engineers, chemists, and lawyers.

It has frequently been established that most women work because of economic necessity and not merely for pin money. A New York survey showed that 92% of the employed women who lived with their families contributed regularly toward family expenses. They turned over from 50% to 100% of their earnings. Surveys in Cleveland and Utah reveal that women's contributions made up half or more of the family's income. Single women as well as widowed, divorced, and separated women need to work to support themselves and their dependents.

About three million women are now members of trade unions.

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